



PAPAKURA
HIGH SCHOOL

Papakura High School – Attendance Management Plan 2026

1. Purpose

The purpose of this Attendance Management Plan is to outline clear, targeted, and culturally responsive strategies that support improved attendance across Papakura High School in 2026. The plan prioritises early identification, intervention, and whānau partnership to ensure students attend regularly, engage meaningfully, and experience success.

The strategy is built upon the Ministry of Education's Stepped Attendance Response(STAR) framework which aligns to the goal of 80% of students attending 90% of the time by 2030.

2. Expectations

Group	Attendance expectation	Key responsibility
Rangatahi (taura)	Attend every scheduled Class, unless ill or excused	Take ownership and engage fully in their learning.
Whanau	Place emphasis on regular attendance and communicate any absences before 9am	Partner with the school to address barriers and work together to find solutions.
School (Staff and board)	Create a sense of belonging in the kura, ensure that it is a safe environment for learning to take place. Have a consistent	Monitor attendance daily, communicate expectations clearly, apply the STAR framework.

3. School Attendance Targets 2026

- **All students:** School-wide attendance target of **90%+** (improve by 5%2026)
- **Persistent non-attenders (below 70%):** Increase attendance by **at least 15%** through intensive wraparound support.
- **At-risk attenders (85–90%):** Improve into the **90–92%** range through targeted monitoring and early whānau contact.
- **In-school truants:** Reduce in-school truancy incidents by **50%** through early identification, engagement support, and supervision.

4. Day-to-Day operations (Tier 1 : Proactive support)

These actions apply to all students to promote our values of

- **Daily monitoring & follow up:** attendance is marked every lesson. All unexplained absences are followed up with a phone call, text or email to whanau by 11am. Attendance officer (Robyn Zenovich) enters data from replies.

- **Celebrating attendance:** Recognise and reward students with excellent and improved attendance rates (termly awards, special privileges, positive phone calls, mana vouchers). Celebrating classes, year levels and whanau for their attendance on a weekly basis.
- **Positive school environment.** Embedding and solidifying school values (mana values) into our culture, ensuring a safe (duty staff during breaks, staff at the gates to welcome and greet students), inclusive and engaging environment. Celebrating successes of our rangatahi.
- **Minimise disruption:** actively seek to minimise disruptions, teacher absence and unnecessary disruptions to the learning time.
- **Transition support:** Utilising attendance history to provide tailored, welcoming plan for new enrollments or rangatahi with special needs.

5. The Stepped Attendance Response (STAR) Framework

Papakura High School will implement a stepped approach to respond to student absences, with responses triggered by the cumulative number of absence days (justified or unjustified) per school term. Below is our stepped attendance response for responding to individual student absence. Action can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance.

Day- to-Day operations

Activities	Practice	Responsible	Notes & Actions
Communicate with parents	Set expectations , procedures steps the school will take when a student is absent	Kaitohutohu teachers Principal Board of Trustees	Termly attendance features including updates in newsletters and school website
Follow up absences daily	Follow up daily with parents any unexplained absences	Administration team- Attendance officer	Text message sent by from 10am for all unexplained absences.
Minimise disruptions in school	BOT and SLT prioritise school hours for learning	SLT	
Assess history of new students	When enrolling a new student, identify issues and trends	Kaiarahi/DP	Use the interview/hui with whanau at the beginning of the year.
Escalate attendance issues as needed Develop support plans Involve other services, consider referral to Attendance services	Seek more support as needed	All staff as appropriate	Staff are encouraged to escalate issues according to these procedures.

Students with less than 5 days absent

Activities	Practice	Responsible	Notes & Actions
Communicate with parents Maintain details*	Identify all student absences Communicate these to parents	Identify all student absences Communicate these to parents	Follow-up all absences to confirm the reason for absence.
Provide students with regular updates on their own attendance	Provide regular reporting via online portals and classroom discussions	Kaitohutohu teacher	Updates sent to students and parents through weekly notes
Report regularly to parents on attendance of their child			

Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on the attendance list from the previous term will be identified by the pastoral care team at their weekly meetings.

Students with less than 10 days absence(5-9)

Activities	Practice	Responsible	Notes & Actions
Contact parents to discuss reasons for absence and impact on learning	After 5 days send email to parent (use template). Phone contact to be used if this is not the first time student has met the threshold	Kaitohutohu Teacher Any concerns of next steps discussion options with kaiarahi	Record actions taken in Helix. If there is no action taken due to individual circumstance- record this against the student record. Follow-up to be within 2 school days of meeting the threshold.
Support students to catch up missed learning where required	Identify missed learning objectives and consider notes or activities to bring students back up to speed.	Kaitohutohu teacher	Discuss with student in form time - student to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr11-13)
Use in school resources a appropriate to remove barriers e.g. counsellor, uniform, bus pass		Kaitohutohu/pastoral team	Parents and student provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments

Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all action taken to address non-attendance.

For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau.

If there is no action taken due to individual circumstance- record this against student record.

Students with less than 15 days absence

Activities	Practice	Responsible	Notes & Actions
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meetings including parents and students.	Kaitohutohu teacher and kaiarahi	Consider who is needed at this meeting.
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Kaitohutohu teacher and kaiarahi	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available		
Contact parent to escalate concerns	Further contact with parent Email and/or phone call as required for escalation.	Form Teacher, and/or School leadership, and/or In School attendance team	If there is no action taken due to individual circumstance- record this against the student record. Record actions taken in Helix.
<p>Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against student record.</p>			

Students with greater than 15 days absent

Activities	Practice	Responsible	Notes & Actions
Contact parent to escalate concerns	Further escalating Email	School leadership,	
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Pastoral care team	Take action quickly where expectations aren't being met
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meetings including parents and students.	DP with kaitohutohu/kaiarahi	Consider who is needed at this meeting.
Use in-school resources as appropriate to remove barriers and request support from as needed	Discuss with pastoral team what further supports are available		
<p>Over 15 days of absence, investigate reasons for this absence and refer to dean and/or pastoral team for further actions. Record all actions taken to address non-attendance. If there is no action taken due to individual circumstance- record this against the student record.</p>			

6. Roles and Responsibilities within STAR

Role	Responsibility within STAR
Kaitohutohu and subject teachers	Mark attendance promptly and accurately for every lesson or EOTC trip. Make first follow up contact with rangatahi and whanau. Contact caregivers for unexplained absences. Meaningful and engaging lessons
Kaiarahi 4 Whanau: Otuuwairua (Ally Matai'i & Bendan Lambert) Te Aparangi (Ella Henry & Stephen Dowsett) Kirikiri (Bronwyn Groombridge & David Lawrence) Waipapa (Adiel Adams & Suzanne Amodeo)	Conduct follow -up and interventions for non -attendees. Weekly check-in with students in their cohort under 90% attendance. Hold restorative meetings with students and whānau. Create individual attendance plans for identified students.
Senior Leadership	Oversee consistency of the strategy, regular meetings with Kaiarahi to support. Lead school-wide attendance strategy and oversee data analysis.
Youth workers/Support /Guidance/ Pastoral team	Provide targeted assistance support to students in RED level attendance. Work closely with Attendance officer, collaboration with outside agencies and whanau.
Attendance officer	Manages the electronic attendance register, generated daily absence reports, conduct first-line automated communications(text/e-mail). Respond to SLT and kaiarahi for data.
BOT	Receive termly attendance reports, monitor the effectiveness of this strategy, and ensure that adequate resources are allocated for attendance.

7. Structural & Management Strategic

- **Attendance Manager(SLT):** Having an **Attendance Manager** is a key step, as they will be responsible for overseeing the entire strategy's implementation and coordination for 2026. This centralizes accountability and action.
- **Weekly SLT Meetings:** Regular **weekly meetings with the Senior Leadership Team** ensure that attendance remains a high-priority item, allowing for timely review of progress and quick problem-solving at the strategic level.
- **Truancy Officer:** The new appointment of a "**Student Engagement Co-ordinator**" is a proactive strategy. Their focus on **home visits** and direct support is crucial for the most disengaged students, addressing potential barriers to attendance that exist outside of the school walls. Developing individualised Attendance engagement plans involving the student and their whanau.
- Working closely with the Attendance Manager and Attendance Officer is key. Weekly meetings as well as.

8. Data Tracking & Intervention Strategies

- **Weekly attendance meetings** to ensure that follow ups have taken place.
- **Weekly Tracking (Under 50%):** Tracking the students with **Under 50% attendance** on a **weekly** basis by the SLT member indicates an **urgent, high-priority intervention** focus for the most severe cases of non-attendance. Internal Truancy officer Adrian Clark)
- **External Truancy Agency (Solomon group):** Developing an **effective relationship with the new External Truancy Agency (Solomon group)** is essential. This partnership leverages external expertise and resources for legal or more intensive truancy intervention that the school may not be equipped to handle alone.



ATTENDANCE MANAGEMENT PLAN

Day-To-Day Operations

Day-to-day attendance operations focus on clear communication with parents, setting expectations, and following up unexplained absences daily to minimise disruption to learning.

STUDENTS WITH LESS THAN 5 DAYS ABSENT

Actions & Responsibilities

- Kaitohutohu teacher identify and record student absences.
- Communicate absences to parents.
- Provide students and parents with attendance updates.

Practice

- Use online portals and classroom discussions for regular updates.
- Report attendance to parents consistently.

STUDENTS WITH LESS THAN 10 DAYS ABSENT

Actions & Responsibilities

- Kaitohutohu teacher communicates next steps to Kaiarahi.
- Send follow-up email after 5 days; use phone contact for repeat cases.

Practice

- Use online portals and classroom discussions for regular updates to identify missed learning.
- Use school resources (e.g. counsellor, uniform, transport support) to remove barriers.

STUDENTS WITH LESS THAN 15 DAYS ABSENT

Actions & Responsibilities

- Kaiarahi hold meetings with parents/caregivers and students to discuss reasons for absence.
- Develop and implement a tailored attendance support plan.
- Access in-school resources and external support as needed.

Practice

- Create clear support plans with agreed responsibilities for all parties.
- Monitor follow-up actions and hold stakeholders accountable.
- Collaborate with SLT and pastoral staff to remove barriers and provide targeted support.

STUDENTS WITH MORE THAN 15 DAYS ABSENT

Actions & Responsibilities

- Contact parents to escalate attendance concerns.
- DP with Kaiarahi and Kaitohutohu hold meetings with parents/caregivers and students to discuss reasons for absence.
- Develop and implement individualised attendance support plans.

Practice

- Escalate concerns through phone calls and follow-up emails, involving school leadership when needed.
- Facilitate structured meetings to identify causes of absence and agree on next steps
- Work with the pastoral team to coordinate additional supports and interventions.

